

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and  
Industry Cluster Innovative Academies (ICIA) Planning**

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> Write NOGA ID here.
<b>Grant Period:</b>	February 23, 2018, to June 15, 2019	<i>Place date stamp here.</i> DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION JUN 11 - 8 PM 2:48
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	
<b>Submittal Information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Heidi Flynn: <a href="mailto:PTECH@tea.texas.gov">PTECH@tea.texas.gov</a> ; (512) 463-9242	

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**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
San Saba ISD	206-901	San Saba High School 206-901-001	
<b>Vendor ID #</b>	<b>ESC Region #</b>		
74-6002257	15		
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
808 W. Wallace	San Saba	TX	76877
<b>Primary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Michael		Bohensky	Superintendent
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
325-372-3771	<a href="mailto:mbohensky@san-saba.net">mbohensky@san-saba.net</a>		325-372-5977
<b>Secondary Contact</b>			
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Brenda		Martinez	Assistant Superintendent
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
325-372-3771	<a href="mailto:Bmartinez@san-saba.net">Bmartinez@san-saba.net</a>		325-372-5977

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Michael		Bohensky	Superintendent
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
325-372-3771	<a href="mailto:mbohensky@san-saba.net">mbohensky@san-saba.net</a>		325-372-5977
<b>Signature (blue ink preferred)</b>	<b>Date signed</b>		

*Michael Bohensky*  
Only the legally responsible party may sign this application.

1-8-2018

**Schedule #1—General Information**

County-district number or vendor ID: 206-901 Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901 Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 206-901	Amendment # (for amendments only):
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
Indicate which grant you are applying for:	
<input type="checkbox"/> P-TECH <input checked="" type="checkbox"/> ICIA <input type="checkbox"/> Both	

**Background** San Saba Independent School District (SSISD) is applying for an Industry Cluster Innovative Academy (ICIA) Planning grant to expand the small-scale college and career readiness pathway program that is currently in place at San Saba High School in order to break the ongoing generational cycle of poverty and low education attainment levels that exists in San Saba, Texas. The ICIA Planning grant activities will be centered around the Biotechnology and Life Sciences -- Healthcare industry cluster **(5 points)** specifically to,

- Provide opportunities for students to earn high school diploma, certifications, an associate's degree, and healthcare related work credentials;
- Establish seamless student pathways in the skilled, high-wage, high-demand career of healthcare;
- Scale-up partnerships between school, business, community and higher education entities to support students in the ICIA pathway of healthcare;
- Increase academic and social supports as well as work-based experiences for students who are at-risk, economically disadvantaged, and first-time college goers as they are underrepresented in higher education and the skilled healthcare workforce; and
- Contribute to the workforce needs of the San Saba healthcare industry.

**Budget** SSISD developed a \$50,000 budget to engage in 16 months of planning in partnership with two local healthcare providers, Central Texas College and the workforce commission. These partners will put a plan in motion to begin serving students enrolled in grades 9-12 at San Saba High School beginning with the 2019–2020 school year. All budget costs are necessary to complete the implementation plan and establish the foundational implementation elements of ICIA. Funds will be used for personnel costs to carryout the program purpose, goals and requirements. Funds are also needed for professional development, consumable supplies and medical training equipment. All funds requested are reasonable and allowable as stated in the TEA Program Guidelines.

**Demographics** SSISD is located near the geographical center of Texas in the City of San Saba. San Saba has approximately 3,000 residents and is located 90 miles away from a city with a population of 50,000 or more, making San Saba not only rural but "remote and isolated" as defined by the National Rural Education Association. The City of San Saba is so small there is no Boys or Girls Clubs, no alternative learning opportunity such as a Sylvan Learning Center and no healthcare training providers. The school district is small to as it serves approximately 740 students in grade K-12, of which 200 are enrolled in grades 9-12 **(10 points)**. **Economically**, there are high levels of student and community poverty as the median household income in San Saba is \$27,400, while the household income for Texas is \$54,727 according to the 2016 American Community Survey (Census Data). As a result of low household income, an overwhelming 59.2% of the K-12 students qualify for free/reduced meals according to the 2016-17 TEA Texas Academic Performance Report. **Ethnically**, SSISD is diverse with 45.4% White and 52.8% Hispanics; however, **THERE IS A HIGHER NUMBER OF Hispanics living in this area of Texas, but are NOT REPORTED IN THESE NUMBERS BECAUSE THEY ARE MIGRANT WORKERS from Mexico WORKING during seasonal times of the year.** The high number of migrants in this area reflects the rural agriculture economy. Farming, ranching and pecans are a way of life. **Academically**, 37.2% of SSISD students are identified as at-risk and 17.8% as English Language Learners. There are also glaring discrepancies in STAAR, TSI and ACT/SAT scores among sub-groups of students when you compare economically disadvantaged, special education and minority students to their white counterparts who are not in subgroups. Furthermore, only 20% of graduating seniors enter post-secondary education and only 14.5% of San Saba residents possess a Bachelor's Degree or higher as compared to the State rate of 28.1% possessing a Bachelor's Degree according to the 2016

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

American Community Survey. Also, according to the local healthcare providers, they are understaffed and in need of skilled workers. **Needs Assessment** SSISD serves a high-need student population (59.2% are economically disadvantaged, 52.8% are Hispanic, 37.2% are at-risk and only 20% enter post-secondary education) and as a result, has used both District and Campus Site-Based Decision Making (SBDM) Committees consisting of administrators, teachers, parents and members of the community to conduct a comprehensive needs assessment to: 1) identify and pinpoint needs, gaps, barriers and weaknesses that exist; 2) identify which campuses, grade levels, and student populations are most in need of additional academic and social services and supports; 3) identify all resources and assets that can be used to address these needs; and 4) ensure all resources are being identified and used efficiently, effectively, and are having an impact on students. SSISD believe what works one year may not work the next. They expect programs offered do change and evolve in response to the students' needs based upon data collected. Finally, they will monitor progress and ensure all changes are being implemented on-time, within budget, with efficacy and according to fidelity.

**Management Plan** SSISD firmly believes effective administration and management of a program this size and importance requires strong leadership and management skills, rigorous academic services, comprehensive social supports, work-based experience, health services knowledge and an understanding of disadvantaged communities. For this ICIA Planning grant, SSISD will use ICIA grant funds to hire a project coordinator will also establish a Leadership Design Team (Team) consisting of LEA leaders such as the Superintendent, Assistant Superintendent and San Saba High School Campus Principal, representatives from community business partners such as Shady Shores Nursing Home and Pecan Valley Rehabilitation Center, the higher education partner, Central Texas College, and Workforce Solutions of Central Texas, the workforce development board that serves San Saba. Each Team member represents high-level personnel within their respective organization and has decision-making authority. They also have the capacity to assist SSISD in completing the Implementation Plan and prepare the high school campus to serve students in the ICIA program for the 2019-2020 school year.

**Evaluation Plan** This project will be evaluated by the Leadership Design Team who will conduct a formative and summative evaluation using documentation review, observations, surveys, questionnaires, and interviews to solicit feedback; monitor the extent to which activities of the project are being implemented as planned; assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements; guide short-term project corrections and plan for future delivery of the initiative; monitor and assess the impact of the project activities on all participants; and provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

**Statutory & Program Requirements** There are 9 Statutory Requirements and 4 TEA Requirements and this grant application completely and accurately answers all requirements with great detail, in accordance with the purpose and goals of the ICIA grant and based upon the unique needs of the San Saba High School students and local healthcare industry.

**Sustainability** SSISD administrators are fully committed to engage in a thoughtful and coordinated planning process with the Leadership Design Team to develop plans for sustaining the program. They will look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources. The administrators are committed to budgeting funds for the educational tools and materials to keep pace with the educational changes, healthcare industry changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development, student support programs, and supplemental educational programs.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 206-901  
 Amendment # (for amendments only):  
 Program authority: GAA, Article III, Rider 67, 85<sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)  
 Grant period: February 23, 2018, to June 15, 2019  
 Fund code: 429 (State), 289 (Federal)

**Budget Summary**

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$20,000	\$0	\$20,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$5,000	\$0	\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$25,000	\$25,000	\$0	\$0	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0	\$0	\$0	\$0
Total direct costs:			\$0	\$0	\$0	\$0	\$0	\$0
Percentage% indirect costs (see note):			N/A	\$0	\$0	N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$0	\$25,000	\$25,000	\$25,000	\$0	\$25,000

**Administrative Cost Calculation**

Enter the total grant amount requested: \$ \_\_\_\_\_

Percentage limit on administrative costs established for the program (10%): \_\_\_\_\_

Multiply and round down to the nearest whole dollar. Enter the result: \_\_\_\_\_ x .10

This is the maximum amount allowable for administrative costs, including indirect costs: \$ \_\_\_\_\_

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person: \_\_\_\_\_

**Schedule #7—Payroll Costs (6100) – State Funds**

County-district number or vendor ID: 206-901		Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
<b>Academic/Instructional</b>				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$
5	Project coordinator	1		\$20,000
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Other Employee Positions</b>				
15	Title			\$
16	Title			\$
17	Title			\$
18	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
19	6112	Substitute pay		\$
20	6119	Professional staff extra-duty pay		\$
21	6121	Support staff extra-duty pay		\$
22	6140	Employee benefits		\$
23	61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs			\$
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$20,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #7—Payroll Costs (6100) -Federal Funds**

County-district number or vendor ID: 206-901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)
<b>Program Management and Administration</b>			
1	Project director		\$
2	Project coordinator		\$
3	Support Staff directly working on the program		\$
<b>Other Employee Positions</b>			
4	Title		\$
5	Title		\$
6	Title		\$
7		<b>Grand total:</b>	<b>\$20,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds		
County-district number or vendor ID: 206-901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

Schedule #8—Professional and Contracted Services (6200) – Federal Funds		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Professional Development	\$5,000
2		\$
3		\$
4		\$
5		\$
6		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$5,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300) – State Funds</b>		
County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6300	Total supplies and materials that do not require specific approval:	\$25,000
<b>Grand total:</b>		<b>\$25,000</b>

<b>Schedule #9—Supplies and Materials (6300) –Federal Funds</b>		
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
63XX	Technology not capitalized	\$
	Specify purpose:	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$
<b>Grand total:</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400) – State Funds</b>		
County-District Number or Vendor ID: 206-901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</b>

<b>Schedule #10—Other Operating Costs (6400) – Federal Funds</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600) – State Funds**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #11—Capital Outlay (6600) – Federal Funds**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Needs Assessment Process** San Saba continually engages a committee consisting of school administrators, teachers, parents, business leaders and the community in a ongoing and comprehensive needs assessment process. The process involves meeting on a regular basis to review student data for each grade level, campus and district. Data includes benchmark data, STAAR/EOC scores, TSI scores, etc. They also breakout this data for subgroups of students such as those who are identified as at-risk, minority, economically disadvantaged, an English Language Learner or participating in special education programs. By comparing data of subgroups of students allows San Saba to 1) identify and pinpoint needs, gaps, barriers and weaknesses that exist; 2) identify which campuses, grade levels, and student populations are most in need of additional academic and social services and supports; 3) identify all resources and assets that can be used to address these needs; and 4) ensure all resources are being identified and used efficiently, effectively, and are having an impact on students. SSISD believe what works one year may not work the next. They expect programs offered to change and evolve in response to the students' needs based upon data collected. Finally, they will monitor progress and ensure all changes are being implemented on-time, within budget, with efficacy and according to fidelity.

**How Needs are Prioritized** Once the needs are identified they are first prioritized according to STAAR and EOC tests and then college readiness tests such as the TSI is next in priority. After the specific needs are prioritized, the committee will develop a comprehensive plan to address the needs.

**Campus to be Served** This grant will only serve the high school campus, San Saba High School. This campus was chosen to participate in this ICIA Planning grant because it is the only high school campus within San Saba ISD.

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## Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Too many students graduate from San Saba high school with no plans to attend college. They find themselves working low wage jobs just like their parents and grandparents. A large percentage of the high school students are identified as at-risk, economically disadvantaged and first generation college-goers.	This highly ambitious and attainable project in partnership with Central Texas College, the workforce commission and two local healthcare providers will address the need to end the generational cycle of poverty and low education attainment levels that exist by providing all students a smooth transitional experience in order to receive a high school diploma, health care certifications, an associate's degree, and work-based experiences resulting in employment in the healthcare industry.
2.	According to the workforce commission, skilled healthcare workers are in high demand. The Bureau of Labor Statistics documents a growing demand for health care professionals and according to Workforce Solutions of Central Texas, the need for healthcare professionals far outweighs the availability.	Implementing an ICIA Planning grant will address the need to provide the first-ever sequenced healthcare course offerings and curriculum, hands-on field trips, mentoring opportunities, paid and non-paid work-experiences and internships, summer employment, college and career counseling as well as job preparation and pre-employment activities. Students who participate in these activities will be fully prepared to secure positions in medical clinics, nursing homes, assisted living facilities, home health and hospice care.
3.	The large percentage of at-risk, economically disadvantaged and first generation college students are in need academic and social supports.	ICIA Program will address a need to develop a comprehensive plan to offer individualized instruction, intensive tutoring for credit recovery and acceleration, dual-credit courses, coherent sequence of healthcare courses, academic mentoring, prepare for college entrance exams, learn new study skills, effective time management and high school to college transitional experiences. Students will also receive social and emotional supports such as counseling, guidance, advisory, parent outreach, connections to social services when needed, peer mentoring and assistance with applying for financial aid.
4.	The existing small-scale, work-based program in place at San Saba High School is only available to 12 <sup>th</sup> graders.	ICIA Program will address the need to scale-up the work-based experiences for grades 9-12 and offer: 9 <sup>th</sup> – career awareness, workplace norms, employer expectations, mentoring, workplace tours, guest speakers, and career fairs. 10 <sup>th</sup> - focused field trips, interactions and dialogue with healthcare providers and view healthcare delivery simulations. 11 <sup>th</sup> - job shadowings, specialized education and training for the different types of healthcare jobs. 12 <sup>th</sup> - daily work study program, internships, apprenticeships, and clinical observation experiences.
5.	The local healthcare clinics, nursing homes and skilled nursing facilities are in need of skilled healthcare workers	Will address the need for Certified Nurse Aides and Licensed Vocational Nurses to be employed at medical clinics, nursing homes, skilled nursing facilities, home health and hospice care.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Projected student enrollment into the ICIA program	1.	Enrollment numbers of San Saba High School students
		2.	Enrollment numbers of San Saba High School students who are identified as at-risk, ethnicity, first-generation college students, English Language Learners, economically disadvantaged and receive Special Education Services
2.	Leadership Design Team (Team)	1.	Number and dates of Team meetings during Planning Period
		2.	Copies of Team meeting agenda, sign-in sheets and minutes
		3.	Post agendas, sign-in sheets and minutes on San Saba ISD website
3.	Implementation Plan and recruitment and enrollment plan, TSI assessment site	1.	Develop Enrollment Guidelines and Recruitment Plan
		2.	Complete and submit the Implementation Plan to TEA by 01/15/2019
		3.	Become a TSI Assessment Site for the 2019-2020 school year
4.	Memorandum of Understanding (MOU) and Articulation Agreements	1.	Sign MOU and Articulation Agreement with Central Texas College
		2.	Sign MOU and Articulation Agreement with Shady Shores Nursing Home
		3.	Sign MOU and Articulation Agreement with Pecan Valley Rehab Center
5.	Academic, counseling Social Supports, and Work based experiences	1.	Academic mentoring and supports for intervention and acceleration
		2.	Social and emotional supports such as parent outreach, connections to social services when needed, peer mentoring and financial aid.
		3.	Internships, Externships, Mentoring, Job-shadowing, etc...

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For privacy reasons the high school counselor will collect program-level data in the Spring of 2018 to serve as the base-line data for the Team to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives, and what impact the project is having on the program participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Guide short-term project corrections and plan for future delivery of the initiative.
- 5) Monitor and assess the impact of the project activities on all participants.

The Team will also develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Surveys, interviews, and questionnaires
- 2) Classroom observations
- 3) Information on the number of program activities conducted
- 4) Number of students served
- 5) Student data including benchmark data, STAAR scores, credit accruals, completion rates, graduation rates, number of students taking TSI and college entrance exams, completed certifications and degrees and job placement.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The basis of the San Saba ICIA program is to be **OPEN TO ALL STUDENTS**, including students who:

- Want to accelerate completion of high school by combining high school courses with college credit-bearing courses;
- Seek to earn an associate’s degree and work credentials while in high school;
- Seek to obtain work-based educational experiences while in high school;
- Are identified as at-risk, traditionally under-represented in college, including first generation college students, English Language Learners, economically disadvantaged, or receiving Special Education services.

**Furthermore, San Saba ISD assures enrollment in the ICIA program will NOT be based on criteria such as state assessment scores, discipline, history, teacher recommendations, or minimum grade point averages.**

San Saba ISD recognizes recruitment is the first important step in engaging students and their families to participate in the ICIA program. The Leadership Design Team will use highly-effective open enrollment recruitment tools to communicate with students, teachers, parents and the community including:

- Present the ICIA grant program to high school students during the school day and inform them of the purpose, objectives and services of the ICIA program.
- Conduct Parent Information Sessions about the ICIA grant program in the evening to inform the high school students and their parents of the ICIA program purpose, objectives and services.
- Create an ICIA Grant link on the San Saba High School website and Facebook page with the same information that was presented to the students and their parents.
- Create flyers and brochures to be printed in the San Saba County newspaper, San Saba High School bulletin with information about the purpose, objectives and services that are available through the ICIA program.
- Mail students and their parents Information Packets regarding the ICIA Program purpose, objectives and services.

It's important to note ALL recruitment materials will be in Spanish and English with descriptions about the types of services provided through the ICIA grant.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has a long-standing history of providing students an opportunity to combine high school courses and postsecondary courses. Since 1996 San Saba ISD has partnered with Central Texas College in Killeen, Texas to offer dual-credit courses centered around core English, math, history and political science courses. However, in an effort to address the student and local healthcare industry needs, San SSISD and CTC want to scale-up and expand the dual-credit offerings to include a course model that includes a coherent scope and sequence of healthcare related classes specifically:

- Principals of Health Sciences for Freshman
- Medical Terminology for Sophomores
- Certified Nurse Aide for Juniors
- Anatomy and Physiology for Seniors

These dual-credit healthcare offerings will be combined with regular high school courses and work-based education. The college courses will be taught at the San Saba High School campus from the high school teachers and nurse who are also CTC instructors. This dual-role of teachers/nurse allows the students to receive both high school credit and college credit. This save students time and money and allows them to take the rigorous academic and work-based programs that provide students with a clear pathway to skilled nursing employment opportunities while also responding to local healthcare workforce needs.

**Statutory Requirement 3:** Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Allowing students to complete high school and receive the required diplomas, certifications and work-based education experiences is not new to SSISD. For countless years, 12<sup>th</sup> graders at San Saba High School have participated in work-based education experiences through the typical "work study" program where they work half day for local employers.

Also, for the last two years, the high schools students had the opportunity to take their required high school courses while at the same time take Certified Nurse Aide (CNA) courses. This opportunity allows students to graduate from high school with the skills necessary to enter the healthcare workforce as a CNA. However, the CNA certification is the only healthcare certification SSISD offers. The district would like to expand the certifications to include Licensed Vocational Nurse through Central Texas College.

As part of the ICIA Project, SSISD will expand the work-based education experiences through Shady Shores Nursing Home and Pecan Valley Rehab Center to provide students with relevant, real-world, authentic learning experiences that connect to classroom learning and provide career exposure.

The work-based experiences will be grade-level appropriate. For example:

9<sup>th</sup> graders -- career awareness, workplace norms, employer expectations, mentoring, workplace tours, guest speakers, and career fairs.

10<sup>th</sup> graders -- focused field trips, interactions and dialogue with healthcare providers and view healthcare delivery simulations.

11<sup>th</sup> graders -- job shadowings, specialized education and training for the different types of healthcare jobs.

12<sup>th</sup> graders -- daily work study program, internships, apprenticeships, summer employment and clinical observation experiences.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No policy or procedure is a sacred cow at SSISD. The SSISD administrators are fully committed to providing operational flexibility and sustained support to develop a flexible school calendar, daily bell schedule, rigorous high school and dual-credit course offerings, work-study program, class start and end times and mentorships. This approach will allow SSISD to substantially improve student achievement outcomes, increase high school graduation rates, college going rates and entry into the healthcare workforce.

The district will also offer individualized instruction, intensive tutoring for credit recovery and acceleration, dual-credit courses, coherent sequence of healthcare courses, academic mentoring, prepare for college entrance exams, learn new study skills, effective time management and high school to college transitional experiences. Students will also receive social and emotional supports such as counseling, guidance, advisory, parent outreach, connections to social services when needed, peer mentoring, and assistance with applying for financial aid. They will also extend a student's graduation date if necessary.

**Statutory Requirement 5:** Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD provides assurance that students participating in the ICIA program will not be required to pay for tuition, fees or textbooks. Instead San Saba will leverage local, state and federal funding sources to provide the ICIA program at no costs to high school students. The goal is to start new initiatives at no cost to the students or their families to meet the academic, college readiness and workforce entry needs of our students including the large populations of at-risk, economically disadvantaged and first-time college goers.

The superintendent will verify that no student will incur any costs associated with participating in the ICIA program. In addition, this Planning Grant represents a major opportunity to affect a significant number of at-risk, high need students and their parents.

Not only will this project be available at no cost to the district, but SSISD is fully committed to continue the project after the grant period. The district administrators will engage in thoughtful and coordinated sustainability planning process to develop plans for continuing this project at the high school campus. The administrators will actively begin to look for funding sources to sustain the program over the long term, which will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and available resources.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Saba ISD has a long standing relationship with Central Texas College (CTC) in Killeen, Texas. CTC is accredited and recognized by the Texas Higher Education Coordinating Board. For the past 30 years CTC has served SSISD and the community of San Saba. Since 1996, CTC has been providing dual credit courses at SSISD. CTC also has a strong nursing program that prepared students with the knowledge, skills and hands-on training to work in a variety of settings including hospitals, physicians' offices, home healthcare services and nursing care facilities. With experienced faculty, state of the art equipment and a simulation hospital, students are exposed to many avenues of learning. Central Texas College has provided SSISD with a Letter of Support (2 points) and will serve on the Leadership Design Team and enter an Articulation Agreement and Memorandum of Understanding to outline how participating San Saba High School students will access postsecondary educational and training opportunities through CTC. The agreement will address the following:

- Curriculum alignment
- Instructional materials
- Instructional calendar
- Programs/courses of study
- Student enrollment and attendance
- Grading periods and policies; and
- Administration of statewide assessments

It's important to note the Articulation Agreement/Memorandum of Understanding will be reviewed every 2 years and updated as needed to maintain this important relationship.

**Statutory Requirement 7:** Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SSISD will enter into a MOU/Articulation Agreement with two high-quality local healthcare providers to serve on the Leadership Design Team and provide 100% of participating students access to appropriate work-based education and give ICIA students first priority in interviewing for jobs. The two healthcare providers include:

- Shady Shores is a 73 bed skilled nursing home facility
- Pecan Valley Rehabilitation Residence is an 80 bed facility

Both facilities are located in San Saba and offer physical, speech and occupational therapy, respite care, social services and 24 hours skills nursing services. Both facilities have agreed to provide students with work-based education and experiences based upon their grade level:

9<sup>th</sup> graders - activities will promote awareness of careers, workplace norms and employer expectations such as mentoring, workplace tours, guest speakers, career fairs and project days.

10<sup>th</sup> graders - will gain a deeper understanding of the healthcare field through focused field trips, interactions and dialogue with healthcare providers and view healthcare delivery simulations.

11<sup>th</sup> graders -- will focus on career exploration through job shadowings and gain a better understanding of the required education and training for the different types of healthcare jobs.

12<sup>th</sup> graders -- will focus on career preparation and focus on participating in a daily work study program, internships and clinical observation experiences.

All of these work-based education and experiences will give San Saba ICIA students a competitive edge when seeking employment. It's important to mention the MOU and Agreements with the two healthcare providers will be reviewed at least every two years and updated as necessary.

Both Shady Shores and Pecan Valley Rehab have provided SSISD with Letters of Support (4 points) for this

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Workforce Solutions of Central Texas located in Killeen, Texas is the workforce development board that serves San Saba. Partnering with the Workforce Solutions of Central Texas is not new to San Saba ISD. Both entities have a long-standing history of working together to serve the needs of San Saba ISD and the community of San Saba.

Workforce Solutions of Central Texas components are designed to promote the delivery of programs and services to meet the needs of business, industry, and workers. These services are designed to place Texans in jobs and to equip those workers with the skills needed to foster economic development. They work with employers, employees, and the general public to achieve these goals. They also offer a variety of services to help individuals be successful in the ever-changing workforce of today's global economy. Their Services for Youths are designed especially for young adults ages 16-24.

For this project, a representative of Workforce Solutions of Central Texas will bring to the table a wealth of workforce knowledge and variety of services to help students gain the necessary skills and knowledge to successfully enter the healthcare workforce. They will assist the Leadership Design Team (throughout the 16 month planning period) and provide expertise and guidance in completing the Implementation Plan and design ICIA programs and activities centered around work-based experiences, specifically:

- Paid work experience and internships;
- Summer employment;
- Leadership development activities such as mentoring;
- Counseling;
- Job preparation workshops, resume preparation, pre-employment classes
- Career exploration and career assessment

**Statutory Requirement 9:** Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SSISD district and campus administrators are fully committed to ensuring the ICIA students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the ICIA program established by the Articulation Agreement and Memorandum of Understanding with Central Texas College, Shady Shores Nursing Home and Pecan Valley Rehabilitation Center.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fully aware of the overwhelming and unique academic and workforce needs that exist, SSISD will hire an ICIA Project Coordinator and assemble an advisory council called the Leadership Design Team (Team) of community-based partners to develop this ICIA Planning Grant application and complete the Implementation Plan (Plan). The Team consists of LEA leaders such as the Superintendent, Assistant Superintendent and San Saba High School Campus Principal, representatives from community business partners such as Shady Shores Nursing Home and Pecan Valley Rehabilitation Center, the higher education partner, Central Texas College, and Workforce Solutions of Central Texas, which is the workforce development board that serves San Saba.

The Team's involvement in developing this grant application ensures all Team members are on the same page; are ready to "hit the ground running" when the application is approved; and be the driving force to complete the Plan by the required due date of January 5, 2019. The Team will meet monthly and take a comprehensive approach to complete the Plan. They will be guided by the ICIA Blueprint and in the template format provided by TEA; however, the Plan will reflect the unique needs of the large percentage of San Saba High School students who are at-risk, economically disadvantaged, and first-time college goers so they can overcome the generational cycle of poverty and low education attainment levels that exist in San Saba. Once the Plan is approved by TEA, SSISD will apply for ICIA designation for the 2019-2020 school year.

**TEA Program Requirement 2:** Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SSISD will use the same Project Coordinator and Leadership Design Team (who helped to develop this grant application) to provide overall leadership, communication and decision making for the San Saba ICIA program. The committee structure of the Leadership Design Team is as follows:  
 San Saba ISD – applicant and fiscal agent  
 San Saba Superintendent – final oversight of the project to ensure the project is being carried out ontime, within budget and according to fidelity  
 San Saba Assistant Superintendent – will serve as liaison to all the members of the Leadership Design Team  
 San Saba High School Principal – oversee the implementation of the ICIA program at the high school campus  
 Project Coordinator – carryout daily activities of the ICIA Planning Grant  
 Central Texas College (CTC) – will represent the CTC Allied Health Program  
 Shady Shores Nursing Home & Pecan Valley Rehabilitation Center – will represent local healthcare industry  
 Workforce Solutions of Central Texas -- is the workforce development board that serves San Saba

This Team has a strong organizational structure as each member represents high-level personnel within their respective organization and has decision-making authority. Members have the capacity to assist SSISD as they bring extensive academic knowledge, workforce knowledge, resources, and experience to complete the Implementation Plan and prepare the high school campus to serve students in the ICIA program for the 2019-2020 school year. This Team will be a "working group" and will meet face-to-face each month to guide the curriculum, identify programs and services, and address challenges as they arise. The Team will also review a variety of data and will make changes and refinements to the ICIA program and activities based upon the data. Not only will this Team make decisions but they will communicate the goals and objectives of the ICIA program to their respective organization and communicate as a group as a to the students, families, school board and the community of San Saba. **It is important to note the all Team meetings will have an Agenda, Sign-in sheet and all meetings will be recorded through Minutes. The Agenda and Minutes for the Leadership**

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**Team will be posted on the SSISD website and available at the Administration Office for public review.**

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 206-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SSISD will use the Leadership Team to identify wrap-around strategies and services that will strengthen academic and social/emotional skills necessary for high school and college readiness as well as provide rigorous academic and comprehensive social/emotional support in order for students to be successful in both academic and work-based educational experiences.

Academic strategies and services offered to the ICIA participants may include individualized instruction, intensive tutoring for credit recovery and acceleration, dual-credit courses, coherent sequence of healthcare courses, early warning system to identify students who are failing, academic mentoring, prepare for TSI and college entrance exams, learn new study skills and effective time management and have high school to college transitional experiences.

In addition to academic supports, ICIA participants will receive a variety of social and emotional supports based upon their specific needs. Typical services and supports include counseling, guidance, advisory, parent outreach, connections to social services when needed and peer mentoring, complete financial aid.

Furthermore, the existing San Saba High School AVID courses will help ICIA students improve their professionalism and interpersonal skills which are needed for positive workforce based experiences.

The above-mentioned supports and services will serve as a "safety net" by helping large numbers of ICIA participants who are at-risk, economically disadvantaged and first-time college goers be successful as they go down a pathway of academic, post secondary and work-based experiences to overcome a generational cycle of poverty and low education attainment levels that exists within their family.

**TEA Program Requirement 4:** Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Becoming a Texas Success Initiative (TSI) assessment site for the 2019-2020 school year is top priority of San Saba High School. To accomplish this, the Project Coordinator will work hand-in-hand with the Texas Higher Education Coordinating Board (THECB) throughout the 16 month planning period to adhere to and carryout the necessary requirements in becoming a TSI assessment site. In addition to working with the THECB, the Project Coordinator will report to the Leadership Team updates on the progress made in meeting timelines setforth by TEA for becoming a TSI assessment site. The timelines are as follows:

- February 23, 2018 through June 15, 2019 – The Project Coordinator will make **Quarterly Reports** to the Leadership Team regarding the progress in becoming a TSI assessment site.
- August 30, 2018 – The Leadership Team will submit a **6-month Grant Progress Report** to TEA as a requirement of the ICIA Planning Grant. This report will outline San Saba's progress in becoming a TSI assessment site for the 2019-2020 school year.
- January 5, 2019 – The Leadership Team will submit the required **Implementation Plan** to TEA on January 5, 2019. This plan will include the status of San Saba becoming a TSI assessment site.
- August 2019 – San Saba will begin administering the TSI to high students

Once an approved TSI assessment site, high school students can begin their college courses based on their TSI performance and they can test as often as needed. Also, San Saba administrators can access the raw data to identify students' individual weaknesses and create tailored interventions and instructional plans to

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improve' student readiness and success.

**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 206-901      Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 206-901 Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 206-901

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**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 206-901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

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**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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